

**Note: Numbers correspond with the scoring system on the BSP Quality Evaluation Guide**

**Not For Display - For Teacher/Staff Use Only**

**BEHAVIOR SUPPORT PLAN**

*For Behavior Interfering with Student's Learning or the Learning of His/Her Peers*

\* Post-hospitalization, depression with possible psychotic features, now resolving. Student in supported setting, ED, on general education site.

This BSP attaches to: ☐ IEP date: \_\_\_\_\_ ☐ 504 plan date: \_\_\_\_\_ ☐ Team meeting date: \_\_\_\_\_

**Student Name** Cali **Today's Date** 5/24/01; added to IEP 5/24/01 **Next Review Date** \_\_\_\_\_

1. The behavior impeding learning is (describe what it looks like) making self-deprecating comments, drawings depicting harm to self, one aggressive
2. It impedes learning because emotional needs may be interfering with academics, aggressive action to peers disrupts classroom functioning
3. The need for a Behavior Support Plan ☐ early stage intervention ☐ moderate ☒ serious ☐ extreme
4. Frequency or intensity or duration of behavior verbal: approximately 2x per week, for two months, physical: once  
☐ reported by \_\_\_\_\_ and/or ☐ observed by \_\_\_\_\_

**PREVENTION PART I:**

**ENVIRONMENTAL FACTORS AND NECESSARY CHANGES**

Observation & Analysis	<b>What are the predictors for the behavior?</b> (Situations in which the behavior is likely to occur: people, time, place, subject, etc.) <u>5. Unstructured environments, or when teacher has not given specific direction on what types of drawings, comments, or written material will be acceptable in class, or to initiate desired social interactions</u>
	<b>What supports the student using the problem behavior?</b> (What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?) <u>6. 1) She has not yet recovered the social skills present before the current decline in functioning, 2) &amp; 3) She has not yet had consistent instruction from each of her teachers on what is acceptable behavior in class nor alternative ways of expressing displeasure or resolving differences. Additional: Outside service providers suggest she may not yet be at optimal medication level to address underlying internal states; effective on-going communication between school and service providers may not yet be optimal.</u>
Intervention	<b>Remove student's need to use the problem behavior</b> <b>What environmental changes, structure and supports are needed to remove the student's need to use this behavior?</b> (Changes in Time/Space/Materials/Interactions to remove likelihood of behavior) <u>7. Time - She can complete all assignments in typical time frames; Space - Option to remove herself when stressed, otherwise position in typical classroom location; Materials - She can utilize all typical instructional material; Interactions - Warm supportive, non-intrusive interactions stressing positive regard for her skills and talents as demonstrated in a specific assignment (see psychologist for demonstration of approved and non-approved interactions)</u>
	Who will establish? <u>teacher/psychologist</u> Who will monitor? <u>teacher/psychologist</u>

**ALTERNATIVES PART II:**

**FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT**

Observation & Analysis	<b>Team believes the behavior occurs because:</b> (Function of behavior in terms of getting, protest, or avoiding something) <u>8. Four communicative functions are identified: 1) to gain attention and status, 2) to protest a perceived failure experience on an assignment, or 3) to protest actions and events going on around her, 4) protest-response to illogical thought processes associated with episode</u>
	<b>Accept an alternative behavior that meets same need</b> <b>What team believes the student should do INSTEAD of the problem behavior?</b> (How should the student escape/protest/avoid or get his/her need met in an acceptable way?) <u>9. 1) gain attention and status through reciprocal social interactions on typical adolescent issues, 2) write the specific reason she is frustrated in a personal journal to share at an appropriate time with school psychologist, or outside therapist, 3) say precisely what is bothering her to peers or teacher or write it in her journal as above</u>
Intervention	<b>What teaching Strategies/Necessary Curriculum/Materials are needed?</b> (To teach the replacement behavior, successive teaching/reinforcing steps to learn the alternative behavior) <u>10. 1) Clearly define behavioral expectations and specific acceptable and non-acceptable behaviors in each classroom environment (no self deprecation language or drawings, no threatening gestures; expression of displeasure must be made in appropriate private moment with the teacher, delineating specifically what is disturbing her rather than generic angry or aggressive statements); 2) Teach her to write feelings, frustrations and displeasure in her private journal (viewable only by school psychologist and outside service providers); 3) Re-teach socially acceptable greetings, initiation and responses for peers and adults using Boy's Town Social Skills list, teach teachers what she has been taught and how to reinforce compliance in classroom setting</u>
	By whom? <u>1) each teacher after psychologist trains in methodology, 2) school psychologist, 3) school psychologist/ outside therapist</u> How frequent? <u>1) one initial interaction with follow-up as needed, 2) one initial/then during each weekly case management session, 3) weekly during each case management session</u>

**What are reinforcement procedures to use for establishing, maintaining, and generalizing the new behavior(s)?**

**11.** 1) Verbal praise for tasks and assignments well done from teachers; 2) Supportive interactions during weekly discussions about the private journal psychologist; 3) Psychologist/service providers to commend parents for consistent following of outside service provider's treatment plan

Selection of reinforcer based on: \_\_\_\_\_

☐ reinforcer for using replacement behavior ☐ reinforcer for general increase in positive behaviors

By whom? teachers/psychologist/outside service providers

Frequency? 1) each assignment 2) weekly 3) bi-weekly for 3 months, followed by monthly if fading is felt to be appropriate at that time

**EFFECTIVE REACTION PART III:**

**REACTIVE STRATEGIES**

**What strategies will be employed if the problem behavior occurs again?** (1. Prompt student to switch to the replacement behavior, 2. Describe how staff should handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school consequences) **13.** 1) In the unlikely event of physical aggressive action occurring: employ non-violent crisis intervention techniques as approved by SELPA (quiet voice redirection, remove observers, etc. as demonstrated by case manager); 2) If drawing or writing is observed that depicts harm to self or others, request description of why she is upset, what specific events have occurred. Follow by redirecting to assignment completion. Follow-up teacher contact with case manager to occur to psychologist if available on that day, or counselor as alternative. CONTACT MUST BE MADE THAT DAY. 3) If verbal statements are made that are threatening to self or others, redirect to assignment. Follow-up in private conversation with statement about addressing this issue privately with counselor or psychologist. Express desire for her well-being, but also state that this behavior will not be allowed in this classroom (see psychologist for further model language). CONTACT PSYCHOLOGIST OR COUNSELOR THAT DAY. 4) Employ 4 step procedure if a social skill deficit or classroom rule is broken (see attached, also see psychologist for training in this model)

Personnel? teachers/psychologist/counselor

**OUTCOME PART IV:**

**BEHAVIORAL GOALS**

**Behavioral Goal(s)** **14.** 1) no classroom incidents of threatening gestures, verbal or written protests that express harm to self or others, 2) complete assignments and classroom participation at her previous level of functioning

The above behavioral goal(s) are to: ☐ Reduce frequency of problem behavior ☐ Increase use of replacement behavior

☐ Develop new general skills that remove student's need to use the problem behavior

**Observation and analysis conclusion:**

Are curriculum accommodations or modifications also necessary? Where described: \_\_\_\_\_ ☐ yes ☐ no

Are environmental supports/changes necessary? ..... ☐ yes ☐ no

Is reinforcement of alternative behavior alone enough (no new teaching is necessary)? ..... ☐ yes ☐ no

Are both teaching of new alternative behavior AND reinforcement needed? ..... ☐ yes ☐ no

This BSP to be coordinated with other agency's service plans? ..... ☐ yes ☐ no

Person responsible for contact between agencies \_\_\_\_\_

**COMMUNICATION PART V:**

**COMMUNICATION PROVISIONS**

**Manner and frequency of communication, all participants** **14.** 1) Weekly journal discussion or review to occur with psychologist and/or outside service providers—weekly or more frequent as needed; 2) Any physical, aggressive incident to be reported to principal/counselor/psychologist/outside service providers/parent 3) Any drawing or writing in class demonstrating aggression to self or others—psychologist/principal/outside service providers (psychologist to coordinate reporting procedures) 4) Progress on goals and objectives to be reported by teachers and psychologist monthly to outside providers/parents/ principal/student 5) Student to report weekly to outside therapist/psychologist on successes, challenges, frustrations. Student to report as needed perceived crises as they occur on a daily basis 6) Reinforcement of parents for their follow through—weekly by outside therapist 7) Report between service providers and psychologist/case manager on biweekly basis. Content to include: progress, successes, and on-going support needs and changes in treatment plan or service delivery

Between? \_\_\_\_\_ Frequency? \_\_\_\_\_

**PARTICIPATION PART VI:**

**PARTICIPANTS TO PLAN DEVELOPMENT**

- ☐ Student \_\_\_\_\_
- ☐ Parent/Guardian \_\_\_\_\_
- ☐ Educator and Title \_\_\_\_\_
- ☐ Educator and Title \_\_\_\_\_
- ☐ Educator and Title \_\_\_\_\_
- ☐ Administrator \_\_\_\_\_
- ☐ Administrator \_\_\_\_\_
- ☐ Other \_\_\_\_\_
- ☐ Other \_\_\_\_\_